



## Annual School Supervisors Workshops

The 5th Annual School Supervisors Workshop was held at the Arthur Lok Jack Graduate School of Business on August 17th, 2011. The workshop provided an opportunity for the Commission and the first line supervisors in the Teaching Service to discuss issues which impact on the establishment and maintenance of high performance standards.

The workshop was chaired by Dr. Anna Mahase, member of the Teaching Service Commission. Welcome remarks were given by Ms Hyacinth Guy, Chairman, Teaching Service Commission and opening remarks by Mrs Sharon Mangroo, Chief Education Officer, Ministry of

Education. The workshop agenda included a review of action items from the 2010 workshop and initiatives for 2011; an update on filling of offices of Principal and Vice Principal; an update on dealing with irregularity and unpunctuality of teachers and a review of the Teaching Service Commission regulations and disciplinary issues.

The critical role played by school supervisors in ensuring high standards of performance throughout the Teaching Service was highlighted and the Commission was encouraged by the active participation and positive response of the supervisors.

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## SAYING FAREWELL...



The Teaching Service Commission bade farewell to two of its members, Messrs. Zaffar Ali and Oliver Flax in 2011. Mr. Ali and Mr. Flax were both appointed as members of the Teaching Service Commission in 2005, and served from August 2005 to August 2011.

The Commission wishes to express its heartfelt appreciation to Messrs Ali and Flax for their invaluable contribution to the Commission during their tenure. Their expertise and significant input into the Commission's deliberations account for the considerable progress which we have made in achieving our targeted goals and objectives.

## Memories of the TSC 2005 – 2011

It was something of a surprise to me when, in August 2005, the President of the Republic of Trinidad and Tobago invited me to be a member of the Teaching Service Commission. I accepted.

My colleagues at that time were Ms. Hyacinth Guy – Chairman and (in alphabetical order), Mr. Zaffar Ali, Dr. Anna Mahase and Dr. Dorrel Philip. In 2010, Dr. Philip was replaced by Professor Ramesh Deosaran.

We were informed that our main responsibilities were staffing and discipline in the Teaching Service. At our first meetings, we took stock of the challenges ahead of us. It was a rather daunting scenario:

- There was a huge backlog of vacancies to be filled, some going back as far as five years;
- The few disciplinary matters that came to the TSC had been languishing there for years, most of them unresolved;



OLIVER FLAX

- There seemed to be an acceptance by a large proportion of the then Secretariat that the status quo was the norm and could not be changed;

At our initial strategic planning session, we decided that radical change had to be implemented and plans were formulated accordingly. The TSC had to become, manifestly, an effective and efficient contributor to

improvement of the Teaching Service in Trinidad and Tobago. Over the six year period, the following changes and improvements were made:

### STRATEGY

We developed a TSC Strategic Plan with goals and timelines designed to ensure that candidates for vacancies, especially at the senior levels in the schools, were interviewed and a selection made before the vacancy actually occurred. We also sought to address the issue of teacher indiscipline by designing and implementing a system for early signaling to the

Commission, so that appropriate and expeditious action could be taken.

**STRUCTURE**

A selection centre was established, interviewers were selected and trained, and interviews were conducted by a number of panels simultaneously, several times a week. For interviews for the offices of Principal and Vice Principal, each of the Commissioners chaired one of the panels.

**SKILLS**

The expertise in HRM, resident among the Commissioners, was shared with other Commissioners and the selection panels.

**STYLE**

Close relationships were established with all the major stakeholders. The TSC maintained, as

far as possible, an open-door policy and met regularly with the Ministers of Education, the permanent secretaries, the denominational boards, TTUTA, the Principals' Associations, the media and even individual teachers. In order to keep all our stakeholders informed, we launched the newsletter "The Teaching Service Speaks."

**CONCLUSION**

It is a truism that nothing on this earth lasts forever and so the time has come for me to bid farewell to my colleagues and friends on the TSC. I depart with a deep feeling of pride and satisfaction at what we have achieved, mixed with sorrow at leaving behind so effective a team. I wish the new-look TSC every success in the future and I hope that the foundation that has been laid will lead to a superstructure of which we can all be proud.

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## The Teaching Service Commission Welcomes New Members



The Teaching Service Commission welcomed two new members, Mr. Alwyn Daniel and Dr. Gillian Paul.

Mr. Daniel and Dr. Paul were issued with their instruments of appointment by the President of the Republic of Trinidad and Tobago, Professor George Maxwell Richards, on 23rd August, 2011. Their appointment is for a period of three years.



Mr. Daniel began his career in the Teaching Service and eventually entered into the field of management consulting.

Dr. Paul has a wide background in tertiary education and is currently the Vice President, Academic Affairs at COSTAATT.

The TSC is pleased to welcome aboard Dr. Paul and Mr. Daniel to the team.



## GREAT TEACHERS...GREAT EDUCATION SYSTEM

Feature address given by the Chairman of the Teaching Service Commission at the Trinidad and Tobago Unified Teachers' Association Teacher of the Year Award Ceremony

The Chairman, of the Teaching Service Commission, Ms. Hyacinth Guy, delivered the feature address at TTUTA's 20th annual Teacher of the Year Award Ceremony held on 13th November, 2011.



In her address, the Chairman thanked the Executive of TTUTA for the invitation and congratulated the Association for continuing to host this signature event, which recognized the value and importance of the nation's teachers.

She indicated that the Teaching Service Commission had made it a practice to meet with all organizations, associations and agencies who are stakeholders in education, and that the Commission had met with TTUTA on several occasions to discuss matters of mutual interest for the education system.

She noted that the aims and objectives of TTUTA speak to the important role and function of representative bodies in a progressive society. Of significance was the fact that TTUTA's work extended beyond establishing proper working conditions for educators and securing compensation and benefits to ensuring that members have a voice in key education matters such as curriculum design and implementation, school management and partnering with other stakeholders in the education system.

The Chairman recognised teachers as the front-line workers of education, noting that they are in daily contact with the nation's children and are called to make on-the-spot decisions in the best interests of their students. In this regard, it was

undoubtedly in the national interest that the collective wisdom and knowledge of teachers be distilled, disseminated and celebrated through TTUTA, their representative body.

The focus of the Chairman's address was her conceptualization of an ideal system for recruiting, selecting, training and maintaining great teachers

in Trinidad and Tobago.

This is an abridged version of the address.

In one of our newsletters, TSC Speaks, we wrote an article entitled, Selecting Great Teachers. In it we said, "We all remember our best teachers...those who believed in us and encouraged us even when sometimes our families and parents did not; those who had a passion for the job and would come home to your parents to find out why you did not do your homework, or why you did not come to school; those who would take the time with us, without charging for the 'extra lessons' just to experience the joy of seeing us pass that critical exam and move on to the next phase in our lives".

There are many teachers today who still exhibit those qualities but, do we know how they develop their craft, what are the qualities and capabilities they possess, and how can we fashion our recruitment and selection process to ensure that our schools will always be staffed with such teachers? Can these abilities be measured and taught?

Finding and keeping teachers with these competencies will be a key factor in the development of this nation, so how can the right people be attracted to this noble profession?

### **FIRST...RECRUITING**

We recognize that teacher supply and demand is affected by policy considerations, local labor market factors, and the attitudes of society towards the profession. So it is important to have a variety of recruitment strategies to expand the teaching pool and to create a flow of candidates interested in teaching. At present, our recruitment process is limited to soliciting applications from interested persons by placing advertisements in the newspapers.

In a perfect world, teaching would be promoted as a worthy ideal and a highly valued profession. To achieve this, we have to start by having our young persons in schools and universities begin to think about teaching in this way. We have to create partnerships between schools, universities and the Ministry of Education. The process can begin at the secondary school level by introducing formal coursework in pedagogy and/or education foundations and by having internships, mentorship programmes and career counseling to generate in young minds enthusiasm about the profession and the desire to teach.

At the university level, incentives and opportunities to work towards an advanced degree should be provided.

Beyond that, the recruitment process should be made more flexible in that anyone who is qualified, regardless of age, can apply to teach and pursue it as a career. If mid-career professionals working in other fields are actively recruited, we may be able to find resources for those often hard-to-staff fields such as science and mathematics. These candidates may be seeking to change careers or may have retired from one field and may be interested in teaching

as a second career. Opportunities for this should be created.

A multi-pronged recruitment strategy to create school and university partnerships, to mentor and nurture a new generation of teachers, and to target mid-career professionals can expand the teacher pool and improve the stream of people desirous of coming into the teaching profession.

### **NEXT...SELECTING**

If we adopt this multi-pronged approach to recruitment, we would then have a large pool of candidates with which to undertake a competitive process for selecting those to undergo approved training at authorized institutions, leading to qualification at a professional level. Selection activities will incorporate diverse strategies such as simulation exercises, reasoning skills tests and psychometric testing in order to determine candidates' suitability in terms of both academic qualifications and fit. Candidates who are selected to undergo this training and who have successfully completed this level would then be eligible to be certified for entry level teaching and the award of a provisional teaching license. This provisional licence would allow them to undertake a period of internship at a school, during which time they would be mentored by specialist master teachers. They would only obtain a full professional teaching licence, after having completed a designated period of professional service leading to the award of the full professional teaching licence. There would be rigorous evaluation checkpoints along the way, and if teachers consistently fail to meet established standards, they would be withdrawn from the programme.

### **THIRD STEP - DEVELOP AND MAINTAIN GREAT TEACHERS THROUGH CONTINUOUS PROFESSIONAL DEVELOPMENT**

While recruitment and selection of great teachers is the necessary start in the process of



having a great education system, training and continuous professional development of teachers are the keys to sustaining the system. Teachers must maintain the professional teaching licence through continuous professional development activities and this licence must be renewable only upon successful performance in an evaluation process administered at pre-determined intervals. Teacher training must go beyond understanding the subject matter and delivering the curriculum; it must extend to re-creating the ways in which teachers engage their students. This is not a radical idea and is being actively practised in some jurisdictions. While it may make us feel better to see demonstrations of punitive authority, studies have shown that this approach is not especially helpful. Punishment has its role, but it is rarely the best way to teach a lesson about behaviour or change in a flawed system. So, if we want smarter children we have to treat them as if they are smart.

A U.S. Department of Education's evaluation of a North Carolina programme showed that when at-risk students are taught as if they are gifted and talented, they are likely to perform better academically. The year the project began, no third-graders from the schools in the study had been identified as gifted. However, the study found that within three years, the number of children identified by their school districts as being academically and intellectually gifted ranged from 15 percent to 20 percent. Teachers in the study had received intensive training in strategies aimed at gifted children. So, while teachers have to achieve the education goals set for them by their employers, the greatest thing they can teach children---and the way we should measure good teachers--is the extent to which we get students to believe in themselves. It is said that perhaps what we have in school is not a low performance problem, but rather a low self-esteem problem.

We remember those teachers who taught us not just how to read, stand in front of an audience and recite a poem or who took the time to teach us math, but we also remember those teachers

who taught us to believe that if we had a dream in our hearts, we could realize that dream, and that it did not matter where we came from or the different images of success that were around us. They taught us that we could be anything we wanted to be and that we should "dream big". In short, teachers have a responsibility to teach children how to think and to discover their inner strengths and to appreciate their uniqueness.

Of course, we understand that to build others we first have to build ourselves; which is why training and continuous professional development is so important. It is easier for a teacher to build the self-esteem of a student if he/she can demonstrate a healthy and affirmative sense of self. This must be part of the training requirement leading to licensure of teachers, as it is probably the primary factor in a teacher's ability to inspire children to be their best. If a teacher has low self-esteem he/she may demonstrate traits of impatience, and a will to exercise total control that breeds fearfulness and defensiveness in children, and encourages dependency in thinking and learning.

This is one of the characteristics we must look for in our quest to select great teachers – emotional health as evidenced by high self esteem, as teachers with high self esteem will use language of respect and emphasize the positive, even as they set boundaries. They will be more apt to help children develop better problem-solving skills and cause them to learn and grow in confidence and to develop the ability to function independently.

### THE END PRODUCT

Having gone through a recruitment and training process such as this, if anyone were to ask a teacher, "What do you do?" one should rarely hear a functional definition like, "I teach English language to students." Rather, the response should be "I am building future leaders of tomorrow, and helping them to appreciate the beauty of language and to express themselves fully through speech and writing." When a teacher can identify with this, then teaching

would have become a worthy ideal, and each day, that teacher would be living purposefully, as this speaks to the ultimate benefit to society of what he/she does. And this is how we want teachers to see what they do; not just a job, but a profession and a vocation where teachers exercise their judgment and experience, and develop and nurture young minds.

### **THE IMPACT ON NATIONAL DEVELOPMENT**

This would redound to national development. We know from many studies that students learn best where there is a rich, sequential curriculum; where teachers are good instructors and know their subject; where there are adequate resources; where there is strong community support for education and when adults enforce basic standards of behavior, including good conduct, sitting up straight, speaking well and dressing appropriately for school. What we should never have in schools as a reason for low achievement is a lack of desire or will by teachers. Although a good salary is satisfying, teachers generally report that good working conditions, support from school administration and adequate resources are the reasons they stay in the profession and commit to performing at high standards.

This is where the role of unions is important. Progressive unions partner with stakeholders to champion sound education principles, appropriate standards of conduct, and good working conditions, and to establish recruitment, selection and continuous professional development activities that come together to enhance accountability and cause teachers to perform at their very best.

### **CONCLUSION**

So, a good education system starts with creating a passion for teaching among the potential pool of candidates and then selecting great

teachers....persons who see the profession as rewarding and fulfilling and a worthy ideal to be pursued.

Realizing this vision may entail changing the job profile, and establishing a more meaningful system of incentives and rewards, comprising not just a salary, allowances and benefits, but also professional development opportunities, good working conditions, well-resourced classrooms and laboratories--so teachers do not have to use their own money for purchasing school resources--and medical, dental, insurance, pensions and other benefits. Most importantly, this education system would provide for regular hosting of teacher recognition programmes, similar to what is being done here today, as a way of putting a spotlight on the profession and recognizing its high achievers.

Our entire society must involve itself in developing values which are the foundation of a civil society...values such as self-discipline, good citizenship, having the courage of one's convictions, obedience to proper authority, anticipating the consequences of one's action, tolerance, fairness, respect for other's differences, love of democracy, freedom, and other positive values which make for happiness and security. Teachers are a key ingredient in the establishment of such a society; along with parents, they are expected to inculcate these values in our children and we recognize and respect the role of their representatives in partnering with the key stakeholders to make this possible.

Again, I congratulate TTUTA on its achievements and I congratulate the finalists and the eventual winner and wish you all the best in your future undertakings. I thank you.

## Church, Prayers and Students Part II

**95% say prayers help them**

By Professor Ramesh Deosaran

There is a widespread belief that if children pray, go to church or if they pray together with their family, then, naturally, such children would be well-behaved, respectful to others, and even successful in many things in life. This is often seen as a reflection of moral and spiritual values. But is it? Let us re-visit the complex subject of moral and spiritual values.

Apart from being "successful in life," it is indeed, a pleasant sight to see children going to church. In the face of challenges from crime, school violence and delinquency, we are instructed that what is needed in our homes and schools are "moral and spiritual" values.

Whatever the controversy is over "moral and spiritual values," there is popular support for them. In fact, for many, it is better to have them in children than not have them.

Extensive research has shown that values, like attitudes and beliefs, do not necessarily cause nor are correlated with the actual behaviour of children - or people for that matter. We need some other conditions, for example, peer or family support, or a friendly and supportive environment.

In the relationship between moral values and actual behaviour, there are exceptions, exceptions which



puzzle researchers. For example, many children, surrounded by bad examples and delinquency, still emerge with moral values, civic behaviour and later with career success.

Furthermore, there is also no guarantee that children measured high in moral and spiritual values will develop into "civic angels." A well-designed and sequenced programme of moral and spiritual values, with real-life illustrations and a credible instructor, could work wonders for building such values as respect, duty and self discipline.

Let us first examine the extent to which children go to church (or mosque, temple, etc.) or believe that prayers will help them succeed in school. We asked a sample of 1,300 Form 1 students if they thought "prayers would help them succeed in school." Ninety-five percent (95%) said "yes", with 80% saying "yes, very much." We asked them, "In the last six months, how often did you attend any church, mosque, temple, etc.?" Eighteen percent (18%) said "no time at all," with 12% saying seven or more times per week; 62% said 1 to 3 times per week, and 8% at 4 to 6 times per week in the last six months.

Apart from being "successful in life," it is indeed, a pleasant sight to see children going to church. In the face of challenges from crime, school violence and delinquency, we are instructed that what is needed in our homes and schools are "moral and spiritual" values.

Professor Deosaran

Also, we asked them, "During the last six months, how often did you and your family pray together? Thirty-two percent (32%) said "no time at all" with 16% saying "7 or more times per week in the last six months". Forty percent (40%) at 1 to 3 times per week, and 12% at "4 to 6" times per week. In a general sense, this looks good. A lot of our children pray, go to church, and even pray with their families. But there is a "no time" group, in one case 18%, in another case 32%.

How then should such widespread beliefs in these 12 to 14 year olds be treated in the school curriculum? Or should it be left up to the churches? Are such beliefs fertile ground for giving them the moral restraint in the face of daily temptations? Considering that serious school violence and delinquency come from a minority of students, this proportion is still a matter of concern. Our analysis is continuing on the complex relationships between such church habits and values on one hand, and the actual behaviour of the students on the other hand.





## The Principal

### A Professional Leader

#### Mr Alwyn Daniel

Gone are the days when Goldsmith, the village schoolmaster, reigned supreme.

"...There, in his noisy mansion, skill'd to rule, The village master taught his little school; A man severe he was, and stern to view, I knew him well, and every truant knew; Well had the boding tremblers learn'd to trace The day's disasters in his morning face..."

In a technology-driven environment in which television and Facebook compete for many school children's attention, the role of the principal as a professional leader in setting the strategic direction of his school is of critical importance. The principal is responsible for the development of his staff since the calibre and commitment of the latter will impact on how effectively they deliver the curriculum and the quality of learning that takes place.

Staff meetings which have been traditionally used to communicate information from the Ministry of Education should go further and discuss educational issues and related matters. There are many strategies that the principal can and should use to develop his staff. Like the CEO of a company, he/she is ultimately

responsible for human resource development.

The principal must set the tone and atmosphere of the school, so that teachers are inspired to plan their work in ways that facilitates learning and encourage students to enjoy school. Students and teachers must be motivated to attend school, the former because they enjoy learning in a pleasant environment, the latter because they view teaching as a vocation.

Notwithstanding the numerous challenges which confront the principal with respect to plant and equipment, it is he/she who must strive to establish the school as a centre of excellence. Co – curricular activities must be encouraged as part of a broader curriculum and this is an area where success should instill pride in students and teachers.

The principal must establish a culture of performance. Staff should be appraised on a regular basis, their weaknesses and strengths identified and discussed, and suggestions to improve should be implemented in a collaborative mode. Depending on the size and structure of the staff, the department heads may be the ones doing the appraisals, but the leadership and guidance must come from the principal.

The principal must now manage discipline not by the "rod" but through intangible measures such as counselling and guidance. Deviant behaviour is now far more complex and sometimes the law has to intervene. The principal must run a tight ship where the culture encourages learning and frowns on indiscipline.

The principal must develop teamwork as an essential ingredient in the culture of the school. Teachers should

be moving in the same direction with common objectives and helping each other where necessary. The principal must instill in them the Gestalt concept in which "The whole is greater than the sum of the parts." Perhaps this concept is best exemplified in the current Barcelona football team which has achieved greatness. In building a professional team, a wise principal could well take his/her cue from the exploits of this renowned team.

Effective classroom management is the mark of a professional leader. The principal who sits in his office and seldom walks the corridors to interact with teachers and students is like the bureaucrat who uses paperwork as an excuse for failing to monitor and take action. Classrooms should be supervised at all times and learning, whether in the form of healthy discussion or listening to a teacher imparting knowledge, should take place.

While there are many mundane functions that a principal performs, it is the central thesis of this article that his/her primary role is professional leadership. In a society in which traditional institutions are being undermined and the family unit is shaking at its foundation, the school must become a catalyst for transformation. The school is one of the pillars of society; but as an institution that contributes to a better society, the principal and his team must first transform it into a more productive organization where education flourishes and a culture of excellence has taken deep roots.

# Data Driven Decision Making - Part II

By Ashram Deoraj, School Supervisor III

## Key Strategies of Performance-Driven School Systems

**Establishing a Culture of Data Use and Continuous Improvement** - This is critical to a school's overall performance. Through efforts to build data-driven cultures, school systems attempt to foster mutual accountability between schools and the district office and the Ministry of Education. It signals the commitment to continuous improvement.

**Building and Investing in an Information Management System** Organising data can be challenging, but using simple formats that can be easily retrieved and easy to comprehend are good starting points. The Ministry of Education is constantly requesting information on your school, for example, how many students use school transport or take breakfast. As an ongoing practice, the results of this should be internally assessed with a view to addressing improvements. Improvement cannot only be externally driven.

**Building School Capacity for Data-Driven Decision Making** - The Ministry of Education, the district offices and the schools must undertake to empower educators through (a) investing in professional development, (b) providing support for staff on the use of data and modelling data use and data discussions (c)

providing time for teacher collaboration, and (d) connecting educators across schools to share data and improvement strategies (fraternity meetings and district conferences).

But of what value are the data without actions?

Fostering a culture of data-driven decision making will itself only succeed when we measure the changes achieved as a result of the data collected and the strategies employed, having measured up to the targets set and the outcomes realised.

At the ground level, principals must ask three basic questions about their schools: Where are we now? How do we know? And what are we going to do now?

Opportunities to collect data from all our school data sources, including report books, must not be missed. Only when we can fully utilize data in our schools can we purposefully introduce in-school interventions to address school improvement. Principals must also understand education costs. Exactly how many students uses the PTSC-provided transport, access breakfast and lunch, use books from the textbook rental system - all these must be easily retrievable data. The students who "dropped out" of school, transferred into or out of your school and those health conditions (e.g., allergies to bee stings, diabetic or heart conditions) must be taken note

of. In a transient global society, information on exactly how many foreign nationals are in our schools is important. Data on how many external agencies are within the catchment area of the school is also important as building relationships beyond the school fence can be beneficial to the school in any number of ways.

The school environment abounds with rich data and we as educators must actively collect, analyse and use the data to benefit the school and the education system, to ultimately build a capable and creative society.

At, present, we face many challenges in the education system. It is opportune therefore to build this practice of evidence-based decision making at all levels of the education system. All stakeholders play a role since education is the foundation of nationhood. Getting data use right means that we will be a better country overall.

### References:

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# KNOW YOUR REGULATIONS

## Case Studies for Principals

A parent is seeking admission for his children who are six and seven years old respectively and have never been to school. He lives a short distance from the school. As Principal, you have already registered students for the new school year and you have taken the same number as last year. What document/s would guide your decision? Circular Memorandum No. 146 dated May 1985.

The teacher of a Standard 3 class is insisting that the class of twenty five students be divided into two classes because she has to give individual attention to students who will be doing the national test. She is adamant that she is not prepared to teach a big class. As Principal, how would you address this situation? Education Act; Public Service Regulations; Circular Memorandum No. 81, 1988.

The teacher of a Standard 5 class has sent a pupil during the luncheon interval to buy him a soft drink at the nearby bar. He states that he does not know what the fuss is about. This boy is accustomed buying there and besides, it is only a non-alcohol drink that he is purchasing. How would you advise this teacher? Education Act 76 (5).

The Vice Principal has telephoned the newspaper informing them of an incident that took place at the school on Friday afternoon and claims that she did not like the way the matter was handled by the Principal. As Principal, how would you deal with this matter? Circular Memorandum No.82 dated Sept. 1975; Public Service Commission Regulations 67 (1).

The teacher of a Standard 5 class has worked to ensure that students achieve good results in the SEA examinations. She is claiming that because of her hard work over the last term, it is alright during this last term for her to arrive late and take a few days leave with applying for leave. As Principal of the school, how would you respond? Circular Memorandum No. 168 dated Nov. 1983; Public Service Commission Regulations 63 (1).

You are appointed as principal of a primary school. You noticed that on Fridays, the teachers dress in jeans and t-shirts for work. You spoke to two of them about their mode of dress and were told that this has been the custom at the school for the last 10 years. It is your belief that this wear is inappropriate for the professional environment of the school. How will you go about changing this custom?

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## Calendar of Events 2012

When the decision was taken to publish The Teaching Service Commission Speaks in 2005, the main purpose was to keep the Teaching Service fraternity informed of the mandate and activities of the Teaching Service Commission. Our relationships with our stakeholders are critical to the effective functioning of the Commission and we have planned a full calendar of stakeholder meetings which are outlined below. We welcome your suggestions for other stakeholder meetings.

### 1<sup>st</sup> Quarter: February/March/April

Meeting with TTUTA  
Ministry of Education  
Primary and Secondary School Principals

### 2<sup>nd</sup> Quarter – May/June

Association of Denominational Boards  
Ministry of Education  
Executive of Association of PTAs

### 3<sup>rd</sup> Quarter: July/September

Schools Supervisors  
Primary and Secondary School Principals  
Tobago Stakeholders

### 4<sup>th</sup> Quarter – October/December

Ministry of Education  
Primary and Secondary School Principals  
Press Conference



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Secretariat at for comments and suggestions